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ABSTRACT

To provide a focus for citizens to identify needs and to mobilize resources to support a process for community development, the Toronto Board of Education initiated a number of policies and community-school programs during the 1970s. These policies and programs also provided an opportunity for the neighborhood school to actively participate in improving the quality of life in the community. Four categories of this participation were supplementary child care, educational-recreational enrichment, neighborhood planning, and alternatives in education. Another outcome of the community development process was the production of learning materials and support for innovative projects. This approach to the development of a community-focused curriculum was named community-resource learning. The Alternative and Community Programs Department assisted in curriculum development through its support in three general areas: Learning Exchange System, learning materials, and innovative projects. These policies and programs provided economic benefit through cost-sharing, community employment, volunteer commitment, and prevention of vandalism. (Lists of programs and various materials related to programs are appended.) (YLB)

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THE SCHOOL AND COMMUNITY DEVELOPMENT

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THE SCHOOL AND COMMUNITY DEVELOPMENT

INTRODUCTION

In recognition that the quality of life in a neighbourhood can have a profound effect on a student's ability to learn, the Toronto Board of Education, in the last decade (1969-79), has initiated a number of policies and community-school programs in response to local needs. These policies and programs have been developed and implemented co-operatively with community groups and service organizations.

For example, a report by the Social Planning Council of Metropolitan Toronto in 1969 identified the need for after-school programs to provide educational, cultural and recreational activities for "latch-key children". As a result, the Toronto Board established the After-Four Program whereby school-communities develop and operate their own programs using financial support from the Board, the City of Toronto and local fund-raising and consultative assistance through a contract with the Y.M.C.A. Other such co-operative policies and programs have included: Day Care in the School; Parallel Use of Vacant Space; Lunch Programs; Comprehensive Care Programs; Alternative School Programs; and Neighbourhood Schools as Multi-Service Centres.¹

In January, 1978, these policies and programs became the responsibility of the new Alternative and Community Programs Department within the Curriculum and Program Division. The report which follows will review the progress of these community-school

¹For a listing of current alternative and community programs see Appendix A.

co-operative policies and programs under three general headings:
Community Development, Curriculum Development and Economic Benefit.

COMMUNITY DEVELOPMENT

Biddle & Biddle in their book, The Community Development Process¹, define community as "whatever sense of common good people can achieve". Community development then is "a process of social action in which the people of a community organize themselves for planning and action; define their common and individual needs and problems; execute these plans with a maximum reliance on community resources; and supplement these resources when necessary with services and materials from governmental and non-governmental agencies outside the community".²

Community-school policies and programs in Toronto have provided a focus for citizens to identify needs and mobilize resources to support the community development process. They have also provided an opportunity for the neighbourhood school to actively participate in the process of improving the quality of life in the community. Examples of this participation may be divided into four categories: Supplementary Child Care, Educational-Recreational Enrichment, Neighbourhood Planning and Alternatives in Education.

1. Supplementary Child Care

Current census data indicates that the number of women

¹W.W. & L.J. Biddle, The Community Development Process, (New York: Holt, Rinehart & Winston, 1965) pp. 77-92.

²International Co-operation Administration, Community Development Review, No. 3, Dec. 1956, p. 1.

entering the labour force is increasing steadily. Rising inflation and unemployment are affecting the economic viability of many families causing financial instability and marriage breakdown. As a result, the number of one-parent families is continuing to rise¹.

The need for child care programs for working parents in their own neighbourhoods has been well-documented.² As a result 32 school-based day care centres have been developed by parents needing these services and local schools with vacant classroom space and facilities. Such programs are operated by parent co-operatives or community service agencies and are licensed by the Ministry of Community and Social Services under the Day Nurseries Act. Some parents may qualify for subsidy of fees through the Social Services Department of Metropolitan Toronto. These programs may be divided into two age-groups as follows:

- (a) Pre-School - This type of centre serves two to five year olds. Parents work with staff of the Alternative and Community Programs department to conduct a needs survey, to find satisfactory accommodations in a local school, to make application for a licence and subsidy agreement and to draft a budget and operating procedures. An on-going relationship is developed with the host school as provided for in the Day Care in the School policy. A day care centre usually operates from 8:00 a.m. to 6:00 p.m. using space

¹Metro Profile, Social Planning Council of Metropolitan Toronto, 1979.

²Who Cares, Social Planning Council of Metropolitan Toronto, 1977.

according to the Parallel Use policy.¹

Experience has shown that these programs help to better prepare children to enter school.² Schools which have such day care programs also tend to have a more stable school population and are less affected by problems of declining enrolments. There are currently 16 licensed pre-school day nurseries in schools.

- (b) School-Age - Six to ten year olds are also provided for under the Day Nurseries Act. During the school year the operation of the centre is complementary to the school day with care available before school, at lunch time and after school. These centres are established under the Board's Comprehensive Care policy. The initiation procedure is almost identical to that of the pre-school centre except that special accommodations are not compulsory and space and facilities may be shared with the host school. Financial support for the program is derived from parent fees and subsidies. School-age day care provides one solution to the need for care among "latch-key" children of working parents which benefits both the parents and the children. There are currently 16 licensed school-age day care programs.

Another form of supplementary child care are Lunch Programs which are also developed co-operatively by the community and school. Lunch-room supervision, already provided by the Board, is extended through additional Board funding and parent fees to provide a supervised recreational program during the entire lunch

¹There are also licensed half-day programs called nursery schools.

²Lasting Effects after Pre-school, U.S. Department of Health and Welfare.

period.¹ A Lunch Program may also be integrated with the Comprehensive Care Program (school-age day care) being operated in the school.¹

From a community development stand-point, these supplementary child care programs provide a focus for local citizens to organize themselves for planning and action in the interests of neighbourhood problem-solving. The co-operative nature of these ventures results in the best use of available resources at a more economical cost for fees and services. They allow schools and school personnel (students and teachers) to be actively involved in the process of neighbourhood problem-solving. On the other hand, parents, other citizens and groups have an opportunity to be positively involved in the life of the school and learn more about the educational process. Finally, these programs support the educational process in a preventative sense by protecting the social and emotional health of children and their families.

2. Educational-Recreational Enrichment

As previously mentioned, the After-Four Program was originally developed to provide educational, cultural and recreational activities for children after school. Consultative assistance through the Alternative and Community Programs Department (as a contract with the Y.M.C.A.) is provided to parents, and other interested citizens who join with their local school to approach the Alternative and Community Programs Committee for support in initiating new programs.

¹ For a more detailed description of Lunch and Comprehensive Care Programs see Progress Report: Lunch and Comprehensive Care Programs, Toronto Board of Education., 1979

Financial assistance is received from the Toronto Board, the City of Toronto and local fund-raising. Programs also make extensive use of community volunteers.

However, the backbone of After-Four has always been parents in local schools who show a continued commitment to assist in providing after-school enrichment programs that enhance the overall learning opportunities of the child. Parents continue to provide leadership in developing programs that complement existing curriculum areas. Some programs reinforce existing options offered during the regular day while other programs introduce new activities available only through the use of community leaders.¹

There are currently 38 After-Four Programs. Each is a co-operative community-school venture which supports the process of community development. Parents, students, and school staff participate jointly in the creation and ongoing maintenance of a service to improve the quality of life in the neighbourhood.

3. Neighbourhood Planning

The Parallel Use of Vacant Educational Space policy was approved by the Toronto Board in 1975 after a process of community consultation which began in 1973. This policy was necessary because the general decline in the enrolment of students during the 1970's has resulted in vacant classrooms in many schools. During the same period, there has been an increasing demand by citizen groups, organizations and agencies to improve neighbourhood

¹For a more complete description of After-Four Programs see Brief Reports on After-Four Program, Toronto Board of Education Fall, 1979.

services. For example, the need for day care services for working parents has corresponded to a vacancy rate among kindergarten and primary classrooms in some schools. The Toronto Board of Education has taken the position that, wherever possible, vacant educational space should be made available for neighbourhood service needs.

A procedure known as Parallel Use Committees (P.U.C.) has included representatives from the school staff, citizen organizations, parent groups and local agencies and businesses in a decision-making process to decide the future use of vacant space in a particular school. A P.U.C. is convened by the local principal, with the assistance of the Alternative and Community Programs Department, to review applications from groups and individuals for the use of vacant space. A service fee is paid by "parallel-users" to cover the costs of utilities and maintenance (\$2.14 per sq. ft. in 1980).¹

Despite the fact that some schools have been reluctant to make vacant space available, by bringing together community leaders to assess needs, establish priorities and allocate resources the Parallel Use policy has made an important contribution to neighbourhood planning in the interests of community development. Deliberations may identify potential resources beyond the school, improve communications and initiate a problem-solving process.

Just as Parallel Use was originally an outcome of the Day Care in the School policy, the Neighbourhood Schools as Multi-Service Centres policy has evolved from the Parallel Use experience.² Some schools, particularly in the central city, have been faced with

¹For a listing of current and previous parallel users see Appendix B

²For a copy of the Neighbourhood Schools as Multi-Service Centres policy see Appendix C.

closure due to declining enrolment caused by shifting populations and changing land-use. Schools have been called "the anchor of the neighbourhood" because without a viable educational service, neighbourhoods cannot sustain family living and the quality of life suffers.

Because of changing human service policies at the Provincial level, Toronto neighbourhoods are also housing increasing numbers of elder citizens and troubled youth. Vacant school space could be recycled to relate to these needs.

The Multi-Service Centres policy provides a planning mechanism for endangered schools whereby Neighbourhood Services Committees are established following the same procedure as the P.U.C. described above. The Alternative and Community Programs Department works with these committees to identify local human service needs and explore the potential for the continuation of the school as a centre for neighbourhood services.

A demonstration project in neighbourhood planning and community development, known as Applegrove is currently underway in East Toronto. It proposes to link up a junior public school, a recreation centre and a senior public school to form a multi-service facility to include day care, parent-child, senior citizens' and adult education services.

4. Alternatives in Education

Since 1968, the Toronto Board of Education has been responsive to the needs of parents, teachers, students and community

interests for alternatives in education. There are currently eighteen alternative programs established under the General Policy for Alternative School Programs.¹

Applications to establish new alternative programs are received from groups of parents or teachers either representing geographic areas or through the formation of "communities of interest".² For example, a group of parents from one neighbourhood of the City may develop a proposal to establish an alternative school to reflect a particular learning style, cultural or socio-economic need. However, individual parents from across the City and other parts of Metropolitan Toronto may also form a community of interest to pursue their collective needs.

The Alternative and Community Programs Department assists community groups in the establishment and maintenance of alternative school programs. These groups follow the community development process in that they identify their own needs and utilize a combination of Board of Education and community resources in program development. This is particularly true at the elementary level where the alternative school may combine education, cultural enrichment, recreation and day care in an integrated program.

CURRICULUM DEVELOPMENT

Ministry of Education guidelines encourage the use of community resources to support the learning process as demonstrated in the following excerpts:

¹For a copy of the General Policy for Alternative School Programs see Appendix D.

²For a list of applications for new Alternative School Programs see Appendix E.

"In many jurisdictions, committees define aims and set priorities in terms of community expectations. They identify local resources, refine perceptions that might affect the general sequencing of instruction, and provide, as temporary assistance for less experienced teachers, more or less detailed outlines of work and sample units."¹

"Though the use of out-of-school resources, it is possible for schools to meet certain particular educational needs of students in effective new ways. Courses involving co-operative education can provide modes of learning that employ and explore a variety of methods that take full advantage of educational resources in the community. Such courses can develop skills that are needed in a social service activity in business, in employment, in a vocational pursuit, or in some special activity or study in the community, provided that the out-of-school involvement enhances the educational experience of the students involved."²

Community-resource learning might be defined as "a reality-centered concept of education which assumes that the learning process is given vitality by the utilization of community resources in the education program; any community institution, individual organization, landmark, or material object can be considered a resource if it has use in enhancing the social understanding of the pupil; schools engaged in resource-use learning tend to survey, appraise and catalogue the resources in the community, which are then used when appropriate for the established

¹Ministry of Education, The Formative Years, Circular P.J. (Toronto: 1975) p.3.

²Ministry of Education, Secondary School Diploma Requirements Circular H.S.1, 1979-81 (Toronto: 1979) p.18.

educational purpose."¹

The Alternative and Community Programs Department has assisted in the development of curriculum for community-resource learning through its support in three general areas: Learning Exchange System, learning materials and innovative projects. The sections which follow will report on progress made in each of these areas as well as proposals for further implementation of the community-resource learning concept:

1. Learning Exchange System

In 1973, the Learning Exchange System, (The Learnxs Project) was established as a community education demonstration project, a co-operative venture of the Toronto Board of Education and the Ministry of Education. General objectives of the project were as follows:

- "1) To develop learning experiences and materials using the community as well as the school;
- 2) To encourage the sharing of information and skills among individuals and groups, such as teachers, librarians, recreationists, and adult educators, interested in extending the learning environment into the community;
- 3) To explore and evaluate alternative patterns of learning;
- 4) To seek additional sources of human, financial and material support to enhance and further develop the existing education process;

¹Carter Good (ed.) Dictionary of Education, (New York: McGraw Hill, 1973) p.496.

- 5) To develop an information-sharing and retrieval system to provide a better access to current learning resources as well as those that may evolve out of future activity."¹

There have been four major outcomes of this demonstration project:

- (a) The identification and compiling of a directory of community learning resources known as the Learnxs Directory (Objectives 1, 2 & 5).
- (b) An outgrowth of the Learnxs Directory has been the establishment of Learnxs Press as a non-profit publishing source for innovative materials which encourage community-resource learning (Objectives 1, 2 & 5).
- (c) The formation of the Learnxs Foundation as a non-profit community organization which would "solicit funds from private and public sources, for the purpose of providing short-term funding for innovative programs within the Toronto system"² (Objective 4).
- (d) The establishment of Subway Academy³ as an alternative public secondary school to encourage a flexible approach within a learning environment stressing the utilization of community resources, independent study, and shared decision-making. (Objective 3)

¹Co-operative Education Work Group, Learning Exchange System, (Toronto: Board of Education, 1973) p.1.

²Toronto Board of Education, Minutes of Meeting, July 5, 1973, p. 480.

³Toronto Board of Education, Minutes of Meeting, May 24, 1973, p. 342.

As a demonstration project, Learnxs has encouraged the concept of community-resource learning by supporting the creation of new learning materials and innovative programs. It has served as a major resource to the Toronto Board of Education for curriculum and program development.

2. Learning Materials

As previously mentioned, Learnxs Press was established in 1976 as a non-profit publishing and distribution source for innovative materials in community education. Publications have been produced on a cost-recovery basis utilizing revenue from sales, grants and fee-for-service income. Materials have been provided for students, teachers, parents and other citizens to encourage the concept of community-resource learning.

On May 25, 1978, the Toronto Board of Education designated Learnxs Press as the publisher of curriculum materials developed by the Board. Revenue from sales is used to recover the costs of production and to develop new materials.¹ Materials produced by the Learnxs Project and Learnxs Press have included the following:

- (a) Resource Directories - Five editions of the Learnxs Directory have now been published. The most recent entitled the Learners' Network is a compendium of over 500 resources for individual and group learning in the arts, culture, communications, health, business and technology.

¹Toronto Board of Education, Minutes of Meeting, May 25, 1978, p. 482.

- (b) Field Trips - The original publication known as the Metropolitan Toronto Field Trip Guide has been revised as Discover Southern Ontario. Over 300 places and organizations, suitable for group tours to enrich educational and cultural programs, are included.
- (c) Multicultural Programs - Resources for Multicultural Programs is a how-to-do-it book for school-community groups.
- (d) Work Experience - A resource kit called Learning About Labour Unions has been an aid to social studies units in labour education. Work and Study is a survey of innovative programs in Metro Toronto including career exploration, work weeks and co-operative education.
- (e) Alternatives in Education - Public Alternative Schools in Metro Toronto describes the alternative school movement and includes case studies of 12 different public alternative schools.
- (f) Volunteer Programs - The original how-to-do-it kit entitled Volunteers in Education has been reissued as a resource book for community-school development. The Project 121 Report describes a successful volunteer program to assist students with learning difficulties.
- (g) Neighbourhood Study - Community as Classroom identifies and explains the idea of student service in the community as part of the regular school curriculum. Neighbourhood Geography is an urban

studies text, approved under Circular 14, which allows students to explore and analyze their own communities.

- (h) Parent-Child Programs - Resources for Parents in Toronto offers information on a wide variety of groups who will assist parents in every aspect of child-rearing and personal development. Learnxs Press also distributes the Parenting Handbook as an aid for recent parents and parents-to-be.

Other materials currently in production are as follows:

Everyday Math is a text using life experience as a motivating influence to assist intermediate level (gr. 7 to 10) students to master basic mathematical skills; Adult Literacy Series consists of high interest, low vocabulary reading materials for adult basic education and remedial reading programs; Nature's Way is an environmental science resource book to assist in the identification and study of the natural herbal remedies of the North American Indian; The Co-operation Book is a curriculum resource for teachers and students in the application of co-operative techniques in communications, problem-solving and community living.

Learnxs Press has worked closely with the Alternative and Community Programs Department as well as other departments in the Curriculum Division, eg. Mathematics, Language Studies, Social Studies, Science, Women's Studies, English-as-a-Second Language, Business and Technical Education. Materials

published by the Press are now distributed across Canada, to the United States and to other countries of the world.

3. Innovative Projects

The Alternative and Community Programs Department has assisted in the initiation and implementation of a number of innovative projects using community resources. Each project has stressed the co-operation of the school with community interests in curriculum development. Examples of such projects include the following:

- (a) National Network of Complementary Schools - This is a consortium of fourteen public and fourteen private secondary schools in the United States. The only Canadian representative in the Network is S.E.E.D. The Network program is based on the walk-about concept whereby students pursue their learning interests in a variety of different settings as an aid to career orientation and personal development. Each school offers an area of specialty. For example, The School of Good Hope (Virgin Islands) offers marine biology. Beverly Hills High School (California) offers television production while Rabun Gap High School (Georgia) with Foxfire Inc. has cultural journalism.¹ Visiting students may spend four to six weeks (or longer), with the host school providing meals and accommodations. There are also grants available to defray travel costs.

¹For a more detailed description of Network programs, see Appendix F.

While S.E.E.D. is the Toronto Board's representative in the Network, students from other secondary schools are also welcome to participate.

- (b) Toronto, A City of Neighbourhood Services - This is a special one month intensive course developed for Toronto's participation in the Network. Students learn inquiry skills and apply them to an analysis of the human services in a particular neighbourhood. A daily log plus a major presentation at the end of the course provides a basis for evaluation. This course has been accepted by the Ministry of Education for credit under H.S.-1.
- (c) Community Interns - This is another spin-off from the Network, whereby, students use community resources as the basis of an independent study program. For example, a student interested in criminal law would identify a particular problem to be studied, develop inquiry skills, conduct interviews, record observations, survey the literature and prepare a written report and/or an oral presentation.
- (d) Another Way - A quarterly newsletter of "alternatives in education and community living" has been published by school-community volunteers as a source of information about community organizations and innovative projects.
- (e) Toronto Urban Studies Centre - This is a demonstration project which has been sponsored by the Ministry of Education, the Toronto Board of Education and the

Learnxs Foundation Inc. Elementary and secondary school classes participate in a two week urban studies program which makes extensive use of community resources and inquiry skills to better prepare students for effective urban living. During its first year of operation, the program was exclusive to Area Three. In September 1979, through additional funding from the Federal government and the Learnxs Foundation Inc., the Centre was able to move to Harbourfront, add more staff and extend the service to the entire city.

- (f) The Working Curriculum - The Working Curriculum refers to an alternative concept for secondary-school drop-outs which is work-centred using a small business model. Cottage industries are established to incorporate community needs and utilize surplus space and facilities in the public sector. An academic component is introduced to each industry whereby a teacher (or academic skills coach) becomes a working member of the enterprise to assist the younger workers with academic up-grading for future admittance to apprenticeship opportunities in the private sector.

There are currently two demonstration projects under the Working Curriculum concept: The Student Employment Experience Centre Project (S.E.E.C.) is a job creation project for Leaving School Early (L.S.E.) students sponsored by the Learnxs Foundation Inc. with funding from the Federal government's Local Employment Assistance

Program (L.E.A.P.) as well as revenue from the sale of goods and services produced. The Toronto Board of Education provides space and facilities for the operation of food services and wood products industries.

Youth Ventures is a community economic development project to employ out-of-school youth (age 16 to 19). A Feasibility Study sponsored by the Learnxs Foundation Inc. and the Social Planning Council of Metropolitan Toronto is also funded by L.E.A.P. This Study will assess the business viability of such enterprises as a visitor's guide service, paper recycling, urban farming, light manufacturing and convenience foods. It is intended that Youth Ventures will be eventually incorporated as a new type of not-for-profit company known as a community development corporation.

- (g) Artsjunction - This is a demonstration project in the visual arts where discarded materials from business and industry are collected and made available for craft programs in school and recreational settings. Funding is provided by the Learnxs Foundation Inc., while the Toronto Board donates space.

Each of the above programs have used a combination of in-school and community-based resources. Each has been implemented as a demonstration project to test an innovative concept and to assess its potential transferability throughout the Toronto Board of Education.

4. New Programs

Requests have been received by the Alternative and Community Programs Department for assistance in the development of several new programs and curriculum projects in 1980. The ability of the Department to respond to these requests will be dependent upon access to additional funding and staff support. Examples are as follows:

- (a) Co-operative Learning Centres - Revisions to the Parallel Use policy have resulted in the establishment of a new policy on Co-operative Learning Centres. Parallel Users may apply to the Alternative and Community Programs Committee to have their fees waived in return for providing experiential learning opportunities in their program for secondary school students. To qualify as a Co-operative Learning Centre, the Parallel User must work with a local secondary school to develop curriculum guidelines for student participation. There is need for an educator knowledgeable about Board policies and H.S.-1 credit requirements to assist in the establishment of these Centres.
- (b) Applegrove Community Complex - As previously mentioned, the Applegrove Community Complex is a demonstration project which falls under the Board's policy for Neighbourhood Schools as Multi-Service Centres.¹ Duke of Connaught Junior School, the S.H. Armstrong Centre (Toronto Parks and Recreation) and the Woodfield Road Senior School are being joined together, with a building addition financed through the Federal government's

¹For a description of the Applegrove Community Complex see Appendix G.

Neighbourhood Improvement Program (N.I.P.), to create a multi-service centre. The Complex will provide a full-range of educational, recreational, health, child-care, and adult learning opportunities for the Applegrove community. There is need for an experienced educator to serve as a community development worker in the initiation of the following Applegrove services:

(i) Elderaides

This program will be similar to an existing curriculum project underway at Osler Senior School.¹ The Applegrove community has one of the largest concentrations of senior citizens in Toronto. Students in grades seven and eight would visit older citizens in their homes, deliver meals, run errands and do minor home maintenance as part of their social studies program. Seniors would also be encouraged to participate as Applegrove volunteers or to take advantage of the adult learning opportunities.

(ii) Life-Long Learning Centre

This program would build on the existing continuing education experience at Woodfield Road Senior School. A learning needs survey of Applegrove homes would be undertaken using students and community volunteers. A series of adult learning opportunities would be organized using school and community resource leaders.

¹L. Mang, Community as Classroom, (Toronto: Learnxs Press, 1978) p.13.

(iii) Parent-Child Resource Centre

A joint project of the Social Planning Council of Metropolitan Toronto and the Applegrove Complex would create an early childhood development facility for pre-school children. Parents could bring their children for enriched play while participating in social, recreational and adult learning activities (eg. life skills, parenting courses). The Centre would also provide a training facility for private-home day care providers as well as a registry of persons offering this service in the Applegrove community. Funding for the Centre as a demonstration project will be sought from the Ministry of Community and Social Services.

(iv) Applegrove Day Care Centre

A day care facility for children age 2 to 9 would be established by the Applegrove Complex using surplus school space. It is anticipated that this facility would also qualify as a Co-operative Learning Centre.

- (c) Instrumental Music Alternative School - An alternative secondary school using independent study methods has been proposed to open in September 1981. Students would perfect their talent through the use of community resources (eg. private instruction and practice time) while maintaining their academic credits through independent study

and contract learning. There is need to second an instrumental music teacher to develop the curriculum and program during the 1980-81 school year.

- (d) Micro-Computer Project - Because of their small size, limited staff and school resources, alternative secondary schools often have difficulty providing adequate remedial assistance to students. There is also an interest in enrichment programs for computer literacy in some schools. The Micro-Computer Project would work closely with the Board's Mathematics and Computer Services Departments to provide equipment and programming assistance to schools with qualified staff.
- (e) After-Four Celebration - In 1980, the Toronto Board's After-Four Program will be celebrating its 10th anniversary. Plans are being made for the production of media materials and a commemorative booklet for displays at the Education Centre, other public buildings, shopping malls and in local schools. A Celebration for After-Four children and volunteers will be held in 1980 at Harbourfront. Some financial assistance is required to underwrite costs of the Celebration and production of materials.
- (f) Infant Day Care - With staff from three other departments in the Curriculum Division and a number of Trustees, the Alternative and Community Programs Department is working on a day care project for the infants of teen-age student mothers. The program will also include a "parenting" component for the parents. The location under present discussion is Montrose Public School.

The Alternative and Community Programs Department is active in curriculum planning for alternative programs and innovative projects. These efforts are often a shared responsibility of the local school, community interests and other departments of the Toronto Board of Education. The Alternative and Community Programs Department assists in the identification and mobilization of community and educational resources in the interests of co-operative action for effective community-school development.

ECONOMIC BENEFIT

In a time of decreasing revenues and budget restraint it is often very difficult to find continued support for research and development activities. The challenge of declining enrolments in public education is to be able to continue to experiment and innovate while maintaining the quality of existing programs. Alternative and community programs have been pioneers during the 1970's, in learning to live better with less.

This has been accomplished through a commitment to cost-sharing of Board of Education and community resources in terms of financial and voluntary assistance. The sections which follow will detail the benefit accrued from these efforts as well as presenting a plan to ensure continued innovative development in the 1980's.

1. Cost-sharing

As previously mentioned, community programs such as After-Four, Lunch and Comprehensive Care programs have

encouraged citizen initiative in organizing neighbourhood services. Financial support from the Toronto Board has been matched by government grants and local fund-raising to multiply the value of dollars invested. The fact that Board of Education contributions have remained constant while the number of programs steadily increase is a tribute to the strength and vitality of community participation and the value of cost-sharing.

The Parallel Use and Neighbourhood Schools as Multi-Service Centres policies have provided a valid use for vacant classroom space while generating revenue to offset the continuing costs of caretaking and utilities. As the number of tax-payers with children in school diminishes, it is particularly important that these people recognize the school building as a source of other services to which they can more readily identify. (eg. child-care, health, adult education, services to the elderly).

Alternative programs have provided a model to demonstrate the educational viability of small schools. Regular Toronto Board allocations in such areas as staffing, supplies and equipment have been augmented by local fund-raising and volunteer commitment. Although alternative schools have sometimes been criticized for being more expensive than regular schools, they do, in fact, generate per pupil revenues in excess of their actual expenditure on staffing, accommodation, supplies, equipment and other regular expenditures.

As of January 31, 1980, there were 961 students enrolled in alternative programs under the Toronto Board of Education. Student surveys have indicated that the great majority of

these students have been drawn from private schools, other jurisdictions, the drop-out population, or those in the process of dropping-out. Although the student population in regular schools has been declining, there has been an expansion in the number of students served by alternative programs. This expansion has not been at the expense of regular schools. In fact, the argument has been made that because alternative schools use proportionately fewer resources, while creating new teaching positions, they are helping to ease the detrimental effect that declining enrolments is having on the rest of the system.

2. Community Employment

Cost-sharing of alternative and community programs between the Toronto Board of Education and community interests, through local fund-raising and contributions from government and voluntary organizations, has resulted in increased full and part-time employment at the neighbourhood level. It is estimated that during 1979, 373 full and part-time jobs have been created in addition to regular Toronto Board staff positions. Most of these positions employ local people who then are better able to participate in the economy of the community. At a time of large-scale unemployment and near double-digit inflation, the effect that this community employment has on the quality of life should not be underestimated.

3. Volunteer Commitment

Alternative and community programs would not continue to prosper without an out-standing commitment on the part of

local parents and citizens of the community who volunteer their time to support these efforts. This is equally true in child-care, after-four and alternative programs. For example, during the 1978-79 program year 830 volunteers contributed 12,000 hours in support of the After-Four Program. If this contribution were costed, at even the adult minimum wage (\$3.00 per hour), it would amount to \$37,000.00.

It is particularly gratifying to see the increase of volunteer time among secondary school students. Curriculum changes which allow credit for neighbourhood service and the introduction of the Co-operative Learning Centres should greatly expand this form of participation. As previously mentioned, the community development process depends upon citizen participation. Volunteer commitment is at the heart of the ultimate success of that process.

4. Prevention of Vandalism

A Ministry of Education report entitled School Vandalism: Problems and Responses makes the following observation:

"The development of a widespread sense of pride in and responsibility for the school may contribute to a lower rate of vandalism in community or open schools"¹.

A special program currently underway through the Applegrove Community Complex known as "Project Care" has shown promising results in this regard. However, all community-school programs generally encourage positive attitudes towards the school.

¹ J. White and A. Follis, School Vandalism: Problems and Responses. (Toronto: Ministry of Education) p.16.

5. Innovations Development Plan

To ensure the continued growth and vitality of school-based neighbourhood services and innovative curriculum projects, there is need to develop a planning and support program to be known as the Innovations Development Plan. This plan would provide staff resources and financial assistance on a cost-sharing basis for the initiation of new programs of an innovative and experimental nature. Short-term assistance could be made available to an approved project as a result of an application to the Alternative and Community Programs Committee for "seed money" and for staff support through the seconding of surplus teachers who would work in conjunction with the Alternative and Community Programs Department. Each project approved for support under the Innovations Development Plan would require a built-in evaluative and reporting mechanism to ensure transferability of results to other alternative and community programs and the Toronto Board as a whole.

Therefore, it is proposed:

- (1) That the Alternative and Community Programs Committee establish an Innovations Development Plan to support the initiation of innovative programs on a one-time non-recurring basis;
- (2) That the sum of \$50,000 be set aside in the 1980 budget estimates to be used for the Innovations Development Plan;
- (3) That the needs of the Innovations Development Plan be considered in the assignment of any teachers who may be surplus.

- (4) That proposals for support under the Innovations Development Plan be made on the basis of a formal application to the Alternative and Community Programs Committee;
- (5) That preference be given to proposals under the Innovations Development Plan which stress cost-sharing of funds and resources through alternate sources of support;
- (6) That all proposals under the Innovations Development Plan include procedures for on-going evaluation and communication of results.

After-Four Programs

Adam Beck	Huron
Allenby	Jess Ketchum
Argentina	John Wanless
Bedford	Kensington
Blythwood	Lord Dufferin
Brown	Market Lane
Bruce	North Prep.
Charles G. Fraser	Orde
Clinton	Oriole Park
Davisville	Parkdale
Dewson	Park
Dovercourt	Pauline
Duke of York	Rose
Earls court	Rosedale
Forest Hill	Toronto Island
Frankland	West. Prep.
Gledhill	Withrow
Hillcrest	

Neighbourhood Schools as Multi-Service Centres

Applegrove Community Complex
Eastdale Shared-Use Committee

Alternative Programs

ALPHA	S.E.E.D.
Alternative Primary School	Spectrum
Beaches Alternative	Subway Academy I
CONTACT	Subway Academy II
Focus on Change	THESTUDENTSCHOOL
Hawthorne II Bilingual School	Toronto Urban Studies Centre
Inglennook	Wandering Spirit Survival School
Laneway Community School	West End Alternative School
S.E.E.C.	Youth Ventures

Pre-School Programs

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Don Vale Co-op Nursery School - Winchester
Forest Hill Nursery School - West Preparatory
Ukrainian Co-op Nursery School - Annette
Clinton Day Care Centre - Clinton St. P.S.
Heath St. Co-op Day Care Centre - Deer Park
Duke of York Day Care Centre - Duke of York
Kew Beach Day Care Centre - Kew Beach
La Pinata Day Care Centre - General Mercer
Montessori Day Care Centre - McMurrich
Orde St. Day Care - Orde St. P.S.
Regal Road Day Care Centre - Regal Road
Time to Play Nursery School - Runnymede
West End Parent's Day Care Association - Ossington
Woodgreen Day Nursery - Eastdale

School-Age Day Care Centres

Alternate Primary	Hawthorne II
Church St.	Kew Beach
Clinton St.	Ogden
Cottingham	Huron
Davisville	Market Lane
Deer Park	Maurice Cody
Duke of York	Regal Road

Lunch Programs

Argentina	Dewson	John Ross Robertson	Rose Ave.
Alternate Primary	Duke of Connaught	Kensington	Rosedale
Allenby	Fern	Kew Beach	Ryerson
Balmy Beach	Forest Hill	Market Lane	Sprucecourt
Blake	Frankland	Maurice Cody	Swansea
Bedford Park	Gabrielle Roy	Montrose	West Prep.
Bowmore Road	Gledhill	North Prep.	Whitney
Brock	Hawthorne II	Ogden	Williamson Rd.
Brown	Hillcrest	Orde	Winchester
Balmy Beach	Howard	Ossington	Withrow
Blythwood	Huron	Palmerston	Woodfield Rd.
Cottingham	Island Public	Pauline	
Clinton	Jesse Ketchum	Regal Road	
Davisville	John Fisher	Roden	

Other Parallel Use:

School & Community Project - Jesse Ketchum
Harriet Tubman Centre - Shirley St.
Portuguese Free Interpreter Service - Kensington
Block Parents - Deer Park
Parkdale Golden Age - Parkdale C.I.
Toronto Teachers' Federation - Niagara
Ontario Historical Society - Forest Hill Public
City of Toronto Planning Dept. - Duke of Connaught

List of all groups who have used vacant space:

- Ahbenoojeying - Eastdale, Niagara
- ACLD - Deer Park
- *Block Parents - Deer Park
- Campus Community Co-operative Day Care Centre - Eastdale
- Cheshire Homes - Christie
- Children's House Nursery School - Dundas
- *Clinton Day Care Centre - Clinton
- *City of Toronto Planning Dept. - Sackville, Duke of Connaught
- Congress of Canadian Women - Shirley St.
- *Don Vale Co-op Nursery School - Winchester
- *Duke of York Day Care Centre - Duke of York
- *Forest Hill Nursery School - West Preparatory
- *Harriet Tubman Centre - Shirley St.
- *Heath St. Co-op Day Care Centre - Deer Park
- *Kew Beach Co-op Day Care Centre - Kew Beach
- *Kew Beach Private Home Day Care - Kew Beach
- *La Pinata Day Care Centre - General Mercer
- New Chamber Orchestra - Niagara
- *Ogden Pre-School Program - Ogden
- Operation Economic concern - Morse St.
- Open Circle Theatre - Winchester
- *Orde St. Day Care Centre - Orde St.
- *Parkdale Golden Age - Queen Victoria and Parkdale C.I.
- *Portuguese Free Interpreter Service - Kensington
- *Regal Road Day Care Centre - Regal Road
- *St. Christopher Nursery School - Kensington
- *St. Stephens Day Care Centre - King Edward
- *School and Community Project - Jesse Ketchum
- Superannuated Teachers - John Fisher
- *Time to Play Nursery School - Runnymede
- *Toronto Teachers Federation - Niagara
- Ward 7 News - Eastdale
- *West End Parent's Association Day Care Centre - Ossington
- *Winona Children's House - McMurrich
- *Woodgreen Day Nursery - Eastdale
- *Ukrainian Co-op Nursery School - Annette
- *Y.W.C.A. Focus on Change - Eastdale (no longer Parallel Use)
- *Currently using space

THURSDAY, MARCH 1, 1979

Part I

**1. Work Group on School Facilities as
Multi-Service Neighbourhood Centres, Report**

Your Committee considered a report of the Work Group on School Facilities as Multi-Service Neighbourhood Centres.

The report included information on the background for the development of the report, local educational needs, planning procedure and recommendations. The purpose of the report is "to review the current role of the neighbourhood school as an educational service within the overall context of other human service needs in the same area." The report advised that the Toronto Board of Education has a long history of working co-operatively with departments of civic government and community service agencies to utilize school space and playground facilities. The schools have housed medical personnel from the Department of Public Health; recreational programs from the Parks and Recreation Department; daycare centre and nursery schools; social, cultural and rehabilitative programs. Since 1975, the Toronto Board policy on the parallel use of vacant educational space has provided accommodation for community organizations weekdays from 8:00 a.m. to 10:30 p.m. To date there have been 26 "parallel users" occupying space in 19 schools. These organizations have included in their number, daycare centres and nursery schools, social, recreational and cultural groups. In 1977, a survey of all elementary schools indicated that an increasing number of vacant classrooms were available. However, the spaces were often seen (by the principal and the area superintendent) as unavailable or inappropriate for parallel use. Consequently, the demand for parallel use space seems to exceed the availability of such accommodation. Enrolments have continued to decline in Toronto elementary and secondary schools resulting in smaller educational units and quantities of surplus space. However, communities have strongly supported the need to retain the local school as a focal point of family life and neighbourhood identity. The report suggested that an inventory of service needs should be undertaken in each neighbourhood or school area where there is likely to be a significant declining enrolment resulting in a large amount of surplus space (i.e., 3 classrooms or more). It was suggested that a survey would be conducted by a neighbourhood services planning committee based on a parallel use model including local residents, parents, students, organizations and school personnel. Characteristics which would be identified with respect to the available space would be the suitability of

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the space, potential for funding and renovations, prospective tenants and co-operative service relations with other organizations and groups.

The report concluded that the approach in the report to the positive utilization of vacant educational space should support the decentralization of needed services while preserving the viability of a local educational unit.

The report proposed that several neighbourhood services demonstration projects be implemented as soon as possible in selected elementary and secondary schools to examine the feasibility of smaller educational units as part of neighbourhood-services facilities.

Your Committee recommends:

- (i) That the Board recognize that schools are an integral part of the human services delivery system of the neighbourhood.
- (ii) That the Board adopt a position which strongly favours the use of surplus educational space to accommodate organizations and groups according to the following priority list: local non-profit citizen groups, government departments and agencies, and organizations providing services needed by the community.
- (iii) That all schools undergoing a review procedure concerning possible closing also have a neighbourhood service planning committee based on the parallel use model (i.e., school staff, parent groups, citizen organizations and local agencies and businesses) to examine the feasibility of maintaining the school as an academic setting combined with a neighbourhood service facility.
- (iv) That all schools and their communities, but especially those on the endangered list, be encouraged to establish a Neighbourhood-Services Planning Committee.
- (v) That no central decision regarding sale or leasing of any school be made without reference to the local Neighbourhood-Services Planning Committee.
- (vi) That, where possible, there be a sharing of facilities by schools and community centres e.g. Rosedale-Mooredale House.
- (vii) That there be three levels of fees for use of vacant school space as follows:
 - (a) Private enterprise—market value;

THURSDAY, MARCH 1, 1979

- (b) Government—non-profit rate;
- (c) Community organizations—parallel use fee.
- (viii) That the City of Toronto's Neighbourhood Services Coordinator review capital projects planned by Government or large agencies with relation to availability and use of vacant space.
- (ix) That the Toronto Board of Education approach appropriate Provincial Ministries and request a change in the grant structure for building maintenance funds to encourage the use of surplus school space to accommodate community service agencies, and organizations and other citizen groups.
- * (x) That the Board recognize the importance of smaller neighbourhood schools in response to the educational needs of particular neighbourhoods.
- (xi) That these recommendations be reviewed by the Director of Education in one year.

* — Amended — See page 176.

2. Subway Academy II — Location

Your Committee considered a report from the officials concerning the future location of Subway Academy II. The report advised that on May 25, 1978, the Board (501) approved following resolutions:

- "(a) That Subway Academy II be accommodated in the Three Schools at 296 Brunswick Avenue for the 1978-79 school year at the rental rate of \$370.00 per month.
- "(b) That Subway Academy II be required to relocate in Board premises for the 1979-80 school year."

Discussions with the Superintendent of Area 2 and an analysis of the Board's space survey have not resulted in any other suitable accommodation for the program in the 1979-80 school year.

Your Committee therefore recommends that Subway II continue to occupy their current accommodation at the Three Schools for the 1979-80 school year.

Part II

3. Spectrum School

Your Committee wishes to advise that a "Letter of Intent" has been received from Spectrum Alternative School advising that con-

ALTERNATIVE SCHOOLS ALTERNATIVE SCHOOLS ALTERNATIVE SCHOOLS

GENERAL POLICY FOR ALTERNATIVE SCHOOL PROGRAMS

Alternative school programs in the city of Toronto may be unique in North America because most of them were started by groups of parents, teachers, students, and other interested persons who approached the Board of Education for support of experimental programs within the system. Other school boards have usually designed their own alternative schools with a minimum of community involvement.

The most common characteristic among the secondary and elementary alternative schools in Toronto is shared responsibility for major decisions affecting the operation of the school. (This usually includes parents and teachers in the elementary schools, and teachers and students in the secondary schools.) Such vital areas as budget and staffing are shared with Board administrators. However, each alternative school has its own separate identity and approach to curriculum and program within the guidelines set by the Ontario Ministry of Education.

HOW TO START AN ALTERNATIVE SCHOOL

It takes about two to three months to set up an alternative school. The step by step procedure is as follows:

1. The individual or group (parents, teachers, students, and other interested parties) approaches the Curriculum and Program Division informally and inquires about Board policies and operating procedures for alternatives in education.

2. If the individual or group decides to proceed with the application, a letter of intent usually is filed with the Board's Alternative Education Committee. A proposal is then drafted by the group in consultation with the Curriculum and Program Division. This proposal should include sections on the objectives of the program, educational philosophy, curriculum and program, staffing, desired location, accommodation, and budget. A list of prospective students for the new program may also be required. Before the proposal is submitted the group may be interested in visiting other alternative programs or meeting informally with staff and parents of alternative school programs. All letters of intent with respect to new alternative programs must be received not later than January 31, preceding the year when the program is to be implemented.

3. The application, including the proposal and recommendations, is then placed on the agenda of an Alternative Education Committee meeting. A report from the Director of Education commenting on the feasibility of the application might also accompany the proposal. Provided that the curriculum and program fall within the Ministry guidelines, the most important considerations usually relate to staffing, location, and accommodations. If all conditions are met, the Committee may then approve the proposal and recommendations for consideration at the next meeting of the School Programs Committee. If there are still

unresolved problems, the Committee might:

- a) approve the application in principle subject to the problems being resolved;
- b) refer the matter back to the Director of Education for further study;
- c) formally reject the application.

All proposals are to be acted upon by the Board not later than March 15 preceding the September of the year when the program is to be implemented.

4. The report from the Alternatives in Education Committee is then considered at the next meeting of the School Programs Committee. The Committee may then:
 - a) concur with the report and recommendations as presented and send them on to the next regular meeting of the Board for final approval;
 - b) send all or part of the report back to the Alternatives in Education Committee for further consideration;
 - c) amend all or part of the report before sending it on;
 - d) formally reject the report and recommendations.
5. The report and recommendations from the School Programs Committee would then be considered by the full Board at its next regular meeting. The Board may then:
 - a) adopt the report and recommendations as presented;
 - b) send the report back for further consideration;
 - c) amend all or part of the report;

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d) formally reject the report and recommendations.

6. If the group concurs with the recommendations as approved, the Curriculum and Program Division will assist in establishing the program with adequate staffing and an acceptable location and accommodations under the supervision of a principal and area superintendent.

ADMINISTRATIVE PROCEDURES

Each program is placed under the supervision of a principal and an area superintendent. The designated principal may be in charge of the school to which the program is attached. (Exceptions are SEED, CONTACT, INGLENOOK and WEST END ALTERNATIVE whose principals are either the area superintendent or assistant superintendent). Alternative programs must adhere to the same administrative procedures as other schools.

Alternative school programs are required to assume the same staff-to-pupil ratios as any other school at the same level in the system.

They must establish a separate operating budget based on the same per capita formula used for calculating the budget for a school offering a similar program. They must also have access to at least the level of support services normally available to any other school.

LOCATION AND ACCOMMODATIONS

Since 1977 the general policy for alternative school programs has been to locate on Board premises. Exceptions have been made where adequate space is available in outside facilities at no cost to the Board.

Accommodations should be compatible with the space requirements of the program. The space should also be accessible for regular activities of the program. (In some cases the program day may differ from that of the host school).

ROLE OF THE ALTERNATIVES IN EDUCATION COMMITTEE

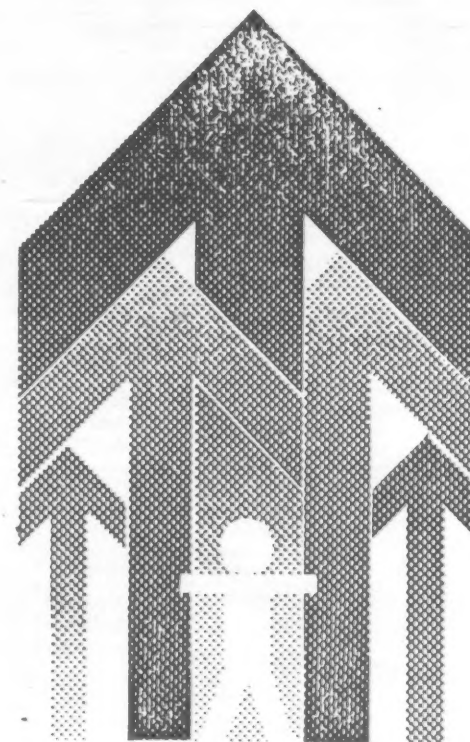
As a subcommittee of the School Programs Committee, the Alternatives in Education Committee has the following objectives:

1. To consider applications from new programs and report to the School Programs Committee with recommendations concerning their establishment;
2. To receive progress reports concerning the maintenance of existing alternative programs and to recommend necessary improvements and changes;
3. To serve as an informational forum to improve communications among new and existing programs, other schools and the community at large;
4. To function as a source of appeal to consider events which affect the future growth and vitality of existing and future alternative programs;
5. To serve as a focus for innovative and experimental educational concepts within the Toronto Board of Education and the community at large.

FOR FURTHER INFORMATION

Dr. Dale Shuttleworth, Co-ordinator, Alternative & Community Programs, Toronto Board of Education, 155 College St., 598-4931, ext. 313.

ALTERNATIVE SCHOOLS



TORONTO
BOARD OF
EDUCATION

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Proposed Alternative School Programs - September 1980

1. Alternative Primary II - Approved by the Board on April 10, 1980.
2. Alternative Secondary School (H. Kranias) - Approved by the Board on April 10, 1980.
3. Armenian Alternative School - Decision pending.
4. Cross-cultural Secondary School - Decision pending.
5. Ukrainian Alternative School - Decision pending.
6. Artist's Workshop Alternative for Adults - Decision pending.
7. Instrumental Music Alternative School - Decision pending
re September 1981.

MEMBER SCHOOLS

Alcha High School
Beaverton, Oregon
Beverly Hills High School
Beverly Hills, California
Bush School
Seattle, Washington
Canyon del Oro High School
Tucson, Arizona
Catlin Gabel School
Portland, Oregon
Dana Hall School
Wellesley, Massachusetts
Denver Public Schools
Denver, Colorado
Emma Willard School
Troy, New York
Germantown Friends School
Philadelphia, Pennsylvania
The Good Hope School
St. Croix, Virgin Islands
Hunter College High School
New York, New York
Huntsville City Schools
Huntsville, Alabama
Interlochen Arts Academy
Interlochen, Michigan
Kinkaid School
Houston, Texas
Langley High School
McLean, Virginia
Lenox School
New York, New York
Maumee Valley Country Day School
Toledo, Ohio
Memphis City Schools
Memphis, Tennessee
Mitchell High School
Colorado Springs, Colorado
Nova High School
Fort Lauderdale, Florida
Phillips Academy
Andover, Massachusetts
Pittsford-Mendon High School
Pittsford, New York
Pittsford-Sutherland High School
Pittsford, New York
Rabun County High School
Clayton, Georgia
SEED School
Toronto, Ontario, Canada
Sidwell Friends School
Washington, DC
St. Benedict's Preparatory School
Newark, New Jersey
Thacher School
Ojai, California

You Can!

Would you like to go to
school for a term in
Michigan?
California?
Massachusetts?
New York?
Pennsylvania?
Oregon?
Colorado?
Canada?
Virgin Islands?
Texas?
You Can!

Would you like to learn
about
Forest Management?
Television Production?
Biochemistry?
Law?
Medicine?
Urban Studies?
Architecture?
Marine Sciences?
Astronomy?
You Can!

THE
NATIONAL NETWORK OF
COMPLEMENTARY SCHOOLS

THE
NATIONAL NETWORK OF
COMPLEMENTARY SCHOOLS

You Can Do Both This Year!

For only the cost of
transportation because
your school is a
member of the National
Network of Complementary
Schools.

The National Network of Complementary Schools is a group of diverse schools which have joined together to serve their students in a new and unique way by sharing their specialized programs. These schools, realizing that the number and range of options which they can individually provide their students is limited, saw that by pooling their offerings they could present their students a wider range of quality programs. Structured on an "intensive" basis so that the student focuses on a single topic or is fully involved in one internship, most of the Network programs are offered because they exploit a special strength or resource of a particular school — often based on geographical or historical factors. For example, in St. Croix, Virgin Islands, a student might learn marine science, while in Philadelphia a student might participate in an urban program.

From the student's point of view, the selection of a program is now no longer limited to those which their own schools offer but extends to the diverse Network options available all across the country. The excitement and challenge of these programs are increased by the opportunity to experience a new and different community. Students travel to the other school locations for a

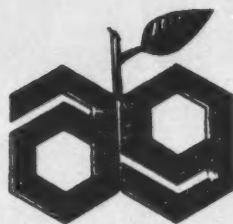
period of several weeks, and live in school dormitories (at residential schools) or with local families. They meet not only students from the host school but also students from other Network schools who have come to a particular school because of interest in a specific area of study.

Conceived in 1974 by administrators from Phillips Academy, Andover, Massachusetts and Beverly Hills High School, Beverly Hills, California, the Network is now in its fourth operational year. The Network is an independent non-profit organization incorporated in Massachusetts. Funds for the establishment and support of the Network have been provided by grants from the Edward John Noble Foundation and The Ford Foundation.

Students enrolled in Network member schools can elect any Network program across the country at no cost for tuition, room and board. For example, during the 1977-78 year, some Network exchange students joined Colorado Springs students on a hike into the Grand Canyon as part of the Senior Seminar. Others studied Observational Astronomy in Ojai, California and Horticulture in Pittsford, New York. Still others explored careers in television production through Beverly Hills High School or worked with lawyers in a Boston firm. And others studied Caribbean History while living on St. Croix or performed with the Interlochen Arts Academy jazz band. Most academic disciplines and career areas can be explored through a Network school program.

Transportation costs are normally borne by the student's family or the sending school or school district. Some travel scholarship funds are available for families that cannot afford the travel expenses.

The Network contact person or counseling office at each school has additional information on this unique educational opportunity, including detailed descriptions of each program and the host schools.



Mr. Dale Shuttleworth
Alternative and Community Programs
Toronto Board of Education
155 College Street
Toronto, Ontario

February 19, 1980

Dear Sir:

Re: The Applegrove Community Complex

We would like to ask your assistance in developing community education and school-related neighbourhood service programs at Applegrove.

As you may already know, the Applegrove Community Complex consists of Duke of Connaught Jr. and Woodfield Road Sr. public schools and the S.H. Armstrong Recreation Centre, which are all located at 56-70 Woodfield Road in the Greenwood Ave./Queen St. E. area. The Complex is undergoing major improvements through the City Neighbourhood Improvement Program, and we are now in the process of expanding the range of community programs offered here.

Our Council was established 18 months ago to co-ordinate programs being provided by the Board and the City for the local neighbourhood. We are responsible for supporting and publicizing ongoing activities as well as developing new services. Membership includes residents of the area and representatives from the two public schools, the recreation centre, St. Josephs Separate School, Metro Police 55 Division, 7-8-9 Network and East End Community Services (the last two being interagency organizations).

The Applegrove partnership developed as a way to help meet the needs of our community. Few community organizations or local social service agencies serve this part of Toronto, and when N.I.P. started in late 1977, residents met together to take a look at the problems that existed here and methods of dealing with them.

A variety of social problems were recognized. The lack of child care services, the high profile of youth problems and the need for outreach to seniors were all considered to be high priority issues. In addition, there was a general lack of awareness of existing recreation and adult education programs which resulted in poor attendance and cancellation of activities. Few family or adult oriented activities were available, and the deteriorated condition of indoor facilities was a disincentive to those that existed. Outdoor recreation facilities were also scarce.

Mr. Dale Shuttleworth

February 19, 1980

During the last two years we have worked hard to face these problems as a community. The two public schools and the local recreation centre were a natural neighbourhood focal point, as they all offered programs of one sort or another, and they each shared the same schoolyard. Furthermore, declining enrolment was taking its toll in the schools and classroom space was available for community use.

The Applegrove playground was built during the past summer, and incorporates a variety of outdoor facilities for the use of all in the community. A design is now being completed that will upgrade the indoor community facilities and physically join the three buildings for better accessibility. New child care, teen and seniors program rooms are included in the plan. All have developed by the community with the assistance of Board Design Services, Parks and Recreation Department, School-Community Relations and N.I.P. staff. Funding for the project has been provided by the three levels of government and the Board of Education.

We are now concerned with increasing the range of community education, recreation and social service programs at Applegrove.

A neighbourhood interest survey is needed to give input to the provision of leisure activities that will correspond to needs and desires of our community. The Applegrove Program Committee will continue to provide the community liaison and co-ordination with the Board and Parks and Recreation Department responsible for operating the programs.

A child care program at Applegrove is conceived as one that will offer a complement of services for children and parents. The demand for daycare, especially subsidized spaces, has exceeded the ability of Metro Social Services to provide it for our community. Lack of an affordable alternative that gives adequate service is having an obvious impact on classroom performance.

Lunch programs involving hot meals and interest activities are being run by Duke Home and School Association and Woodfield Road Association of Parents, and an after-four program is operating at Duke. However, most of the children in these programs have pre-school age brothers and sisters who are not being served.

Ideally, we would offer a combined service providing a group day care program for pre-school and school age children, a home day care registry, an educational component for home care and parent effectiveness, and a health care service. City Public Health Department has expressed its interest in working co-operatively with Applegrove to provide direct service and education programs. Development work is underway on the day care aspect of this plan and the involvement of Julie Mathien of your staff would be of great benefit using this area.

Two new youth services have already been established at Applegrove to respond

3/....

Mr. Dale Shuttleworth

February 19, 1980

to the high profile of youth problems in the area and improve youth-adult relations. Descriptions of Project Care and the Youth Outreach Program are attached for your review. We hope to use these programs as a means of delivering community service by youth as well as support services for youth.

Services for seniors have not been fully explored as yet. However, Parks and Recreation have agreed to provide activities programming and Public Health is interested in serving this group as well. A potential exists to develop outreach services to seniors through Project Care. Further development work is needed in this area.

The continuation and proposed expansion of community services at Applegrove requires additional support and funding. Our Council, which is incorporated as a non-profit agency is able to sponsor programs to a certain extent. However, it must be realized that we are relatively new to this field, and will need to rely on the encouragement and support of larger agencies such as yours. Also, the multi-service concept we are proposing involves the cooperative delivery of services by various parties.

We are striving to make Applegrove a multi-service centre in the true sense of the term. We ask your assistance in making this goal a reality.

Sincerely,

Nellie H. Snow

Nellie Snow, Chairperson

Mary Davies

Mary Davies, Vice-chairperson

Arnold Knapp

Arnold Knapp, Secretary

Linda Gayer

Linda Gayer, Treasurer

c.c. John O'Brien
Chuck Carr
George Hayes
Reverend Arnold Hancock
Michael Craig
Rick Ciccarelli

Attchd.

APPENDIX:

APPLEGROVE YOUTH COMMITTEE REPORT 1979-1980

1. PROJECT CARE

Project Care aims at creating a respect among students for the community property through values education and community service. The program has been in development since late last spring by a subcommittee comprising John Andrews, Edwina Lehan, Sharon Moxon and John O'Brien. It is scheduled to start in both schools during February.

Student participation is the key to the successful planning and carrying out of Project Care. Twelve students at Woodfield, some of whom have been involved in vandalism, have worked together through the fall as the senior school core group investigating occurrences of vandalism at the Complex. The Duke of Connaught Student Council is acting as the junior school counterpart, and both groups are now compiling a list of activities that students can perform under the program. Included are such services as snow shovelling, baby sitting, grass cutting and garbage clean-up. The Project Care Students will be responsible for organizing class discussions, poster campaigns and service projects in their schools.

An award system to recognize the services being performed is being developed by the subcommittee. Each activity will be assigned an equivalent point rating. Students will be issued Project Care Validation Cards to be given to the recipient or supervisor of a service for their comments and signature. Point totals will be reviewed at the end of the year and awards will be given according to the level of achievement. The points that are accumulated by the student are maintained as the student progresses in school, and are transferred between Duke and Woodfield after Grade Six. Class competitions will also be held.

Bronze, silver and gold crests are presented at each graduation ceremony to recognize the levels of achievement, and an Award of Merit is reserved for outstanding performance. Various incentive materials such as buttons and stamps will also be used in the junior school program. The Applegrove Mascot, "Armwooduke", is used as the Project Care symbol on all program materials. Funding for these materials is provided by Vandalism Alert and the Junior League.

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During the development stage of the program, members of the Project Care Team attended a student conference on Vandalism held in Mississauga and were involved in the TV Ontario program on Vandalism. From this experience, the students have expressed their interest in documenting the program and holding their own conference for students in East Toronto.

The Sub-committee, through Edwina, is liaising with the Board's Committee on Vandalism which is to soon report on findings of its investigations. As a result of this work, Edwina has been asked to do a workshop on Project Care at an upcoming conference on Vandalism, Violence and Schools. She has also been contacted by the Attorney General's office with regard to the program.

2. THE YOUTH OUTREACH PROGRAM

Last summer, the Youth Committee arranged funding through Vandalism Alert and the Ontario Ministry of Culture and Recreation for the provision of one full time and two summer youth workers. The Applegrove Drop-In was opened in the main floor lounge of S. H. Armstrong, and an informal program of games, theatre skills, crafts and dances were mixed with an active counselling element. Attempts to interest the participants in structured activities such as developing a baby-sitting service were unsuccessful. The lack of commitment shown by drop-in users was typical of the attitude of young people towards the centre generally, as it was viewed as a place to hang out and nothing more.

As Parks and Recreation started up their fall program, several changes were made. The Drop-In was re-located in the basement "games" room, the site of the future Teen Lounge. A "Life" discussion program was held Wednesday evenings and community resource people were brought into talk with the teens. As a result of TV Ontario being contacted, Applegrove became involved in its series on vandalism. Wendy McConkey, Co-ordinator of the Youth Outreach Program assisted Paul Keogan, the school social worker in offering a behavior discussion group at Woodfield. Theatre techniques were introduced to the group by Wendy as a way of exploring personal problems.

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The users of the drop-in have undergone a noticeable attitude change. There is more trust being placed in Wendy by the teens, as evidenced by the number of teens who are now coming to her for counselling on their own versus Wendy having to approach them. Parks and Recreation have stated an increase in teen participation in their programs. Woodfield teachers have made mention of improved behavior of students involved in the behavior group.

The teens are coming closer to the point where they can be responsible for organizing and running their own programs, although they are not there yet. They have assisted Wendy in decorating the room and running a Christmas party, and in moving a "new" chesterfield into the drop-in. A teen council has been discussed, as has the possibility of running programs such as a dance for older teens.

There are definite issues that have yet to be resolved in the operating of the Youth Outreach Program. First, an agreement is needed between the Applegrove Advisory Council and Parks and Recreation Department staff as to the purpose of the Youth Outreach Program and ways of co-operating through joint activities such as Leadership Training. Secondly, the use of the facility must be arranged on a long term basis. Next, additional staff are required to fulfill the original goal of counselling outreach and street work. Finally, funds need to be secured for both staff and program materials.

Should these issues be dealt with, the program for the coming year will even be more successful than the past six months.

3. NEW DIRECTIONS FOR THE YOUTH COMMITTEE

The committee has suggested the following topics be explored in the coming year :

- * drug and alcohol abuse
- * teenage pregnancy
- * sex education
- * unemployment
- * literacy

Although the problems are youth-related, it is recommended that parent education could also be a way of dealing with some of these issues.

In addition to the ongoing Project Care and Youth Outreach Program, several issues were identified as requiring further work by the committee :

- * the need to develop more effective teen counselling through outreach from the drop-in
- * the need to better integrate the behavior-problem teens with non-problem teens
- * the need to develop a fund-raising capability that would relate to the Applegrove Finance Committee
- * the need to increase the committee membership